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ABSTRACT

This newsletter, intended to promote the cause of bilingual-bicultural education, contains articles on "Chicano Federation and Bilingual-Bicultural Education," "Have I Got a Math Series for You!," "Puerto Rican Social Studies Perspective," and "Multilingual Assessment Program Builds Better Testing Mousetrap." The first article appears in Spanish and English. (SK)

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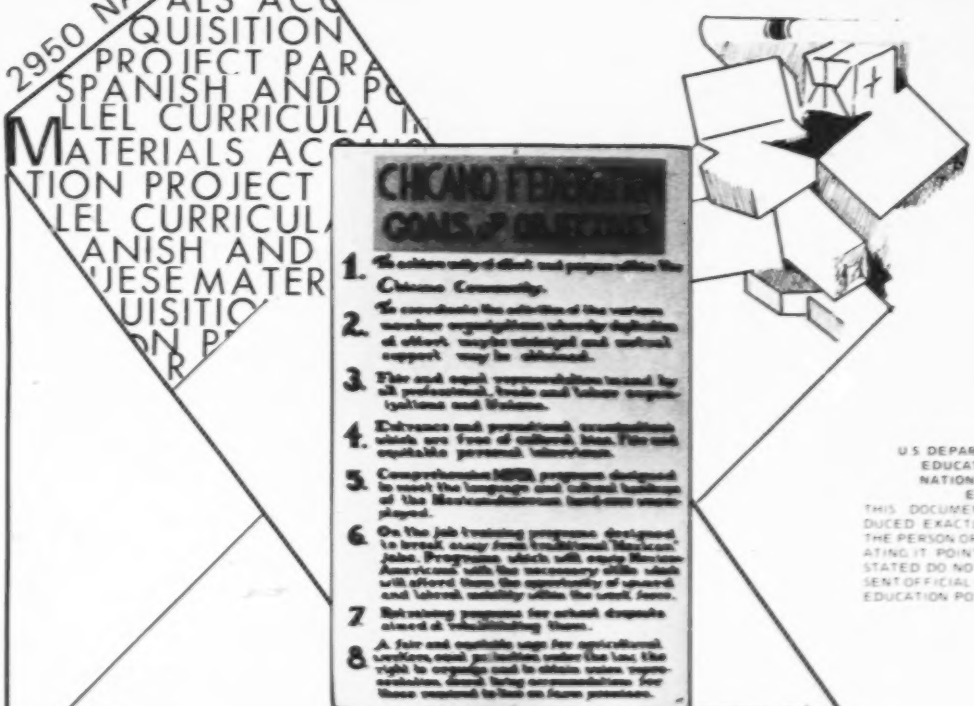

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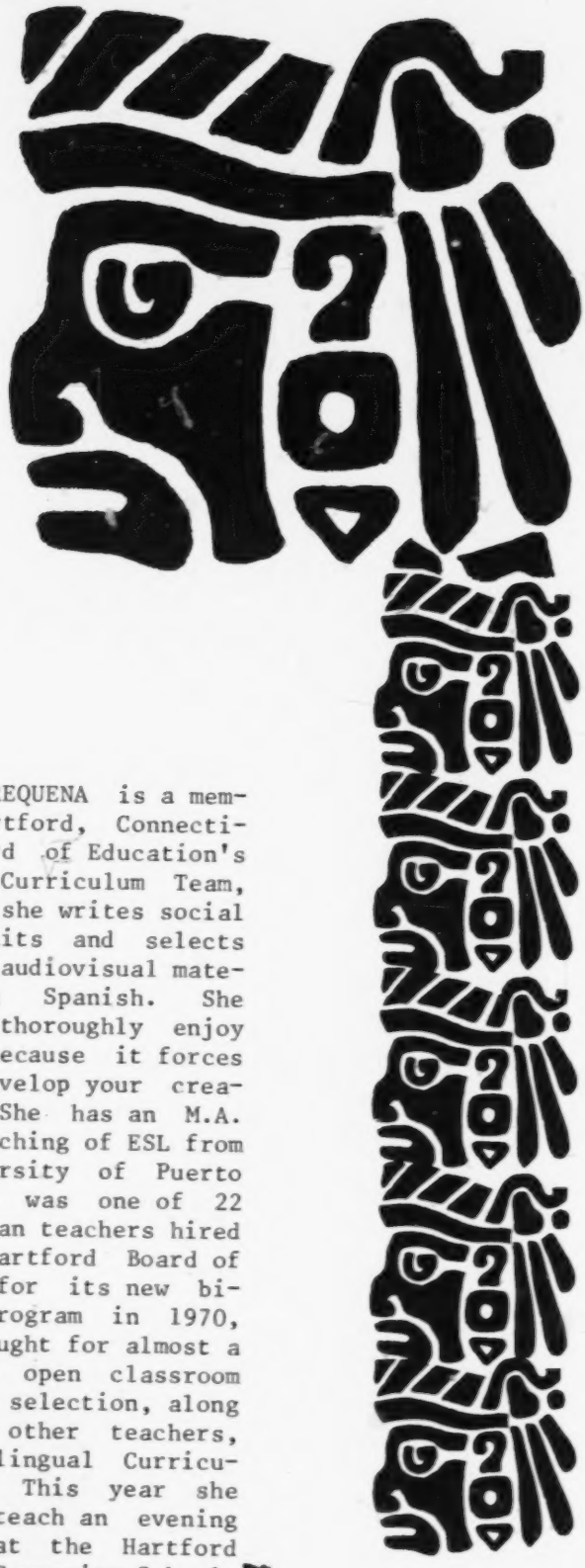
COVER PHOTO: This list hangs on a wall in a hallway at the Chicano Federation of San Diego County. An article about the Federation and its applications to all speakers of languages other than English appears on pages 6-8.

About Our Authors



MARIA A. REQUENA is a member of Hartford, Connecticut, Board of Education's Bilingual Curriculum Team, for which she writes social studies units and selects books and audiovisual materials in Spanish. She says, "I thoroughly enjoy my work because it forces you to develop your creativity." She has an M.A. in the teaching of ESL from the University of Puerto Rico. She was one of 22 Puerto Rican teachers hired by the Hartford Board of Education for its new bilingual program in 1970, and she taught for almost a year in an open classroom before her selection, along with five other teachers, for the Bilingual Curriculum Team. This year she hopes to teach an evening ESL class at the Hartford Bilingual Community School.

NELSON H. VIEIRA is an Assistant Professor of Portuguese and Director of the Bilingual Institute at Brown University and a Consultant to the Fox Point Bilingual Project of Providence, Rhode Island. He has a B.A. in Portuguese Language and Literature from the University of Wisconsin, an M.A. in French and a Ph.D. in Portuguese and Brazilian Literature from Harvard University, supplemented by studies at the University of Brazil, Bahia; University of Rio Grande do Sul, Brazil; and University of Lisbon, Portugal; on an NYU Fellowship, an NDEA Graduate Fellowship, and a Fulbright Grant, respectively. He has taught at New Bedford, Massachusetts, High School, Harvard University, and Northeastern University. His article, "The Bilingual Classroom: a Clinic for Second Language Learning," appeared in the December 1971 Hispania. Active in the American Association of Teachers of Spanish and Portuguese and the Foreign Language Association, he has traveled in Argentina, Brazil, France, Portugal, and Spain. He is a member of MAP's National Advisory Board.

Editor's Notes

This issue of Materiales en Marcha features another "first"--our first article written from a Puerto Rican teacher's perspective. We are happy to have María Requena of Hartford among our authors, and we hope to have numerous Puerto Rican teachers following her lead in the near future. Interested individuals are encouraged either to call or write Ann Kern at MAP.

Another item of interest in this issue is the second in our series spotlighting outstanding bilingual-bicultural programs across the country. The subject of this one is the Multilingual Assessment Program in Stockton, one of MAP's three partners in providing support services for bilingual programs throughout the U.S. (The other two are the Dissemination Center for Bilingual-Bicultural Education in Austin, Texas, and the Spanish Curricula Development Center in Miami, Florida.)

Articles to look forward to in our next few numbers are essays on bilingual education by California Assemblyman Peter Chacón and California Bilingual-Bicultural Task Force Manager Gilbert Martínez and more features on Portuguese (science) and secondary (biology and ESL) materials.

MAILING LIST FORM

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15 States, 5 Foreign Countries

One Hundred Speakers To Congregate At International Conference In April

Over 100 speakers from 15 states and 5 foreign countries will congregate at San Diego's Town & Country Convention Center April 2-5, 1973, to participate in the program of the First Annual International Multilingual Multicultural Conference. Between 4,000 and 5,000 conference registrants will receive an official welcome from Albar Peña, Director of Bilingual Education, U.S. Office of Education; Wilson Riles, California Superintendent of Schools; Gilbert Martínez, Manager, California Bilingual-Bicultural Task Force; Fernando Trejo Carrillo, Baja California State Educational Director; Pete Wilson, Mayor of San Diego; and Marco Antonio Bolaños Cacho, Mayor of Tijuana.

General Sessions

The six general sessions of the conference will spotlight: Juan Aragón of New Mexico, whose subject will be "Cultural Conflicts in the Traditional Curriculum"; Awilda Orta of New York, "Multi-Ethnic Cooperation in Bilingual Education"; Jack Chen of New York, "China: Solving the Problem of an Ethnic Mix"; Bernard Spolsky of New Mexico, "Teaching in Pre-Standardized Languages: the Development of Navajo Bilingual Education"; Billy Mills of New Mexico, "A Bicultural Perspective of Native Americans: Focusing on Bilingualism"; and Peter Chacón of California, "The Legislative Future of Bilingual Education in California." Aragón and Orta are scheduled for Monday; Chen and Spolsky, Tuesday; Mills, Wednesday; and Chacón, Thursday.

Lecture Sessions

Twenty-eight large group lecture and panel sessions will present Vince Bello, John Lum, Mahlon Marshall, and Nilo Sarmiento in a panel on "Needs Assessment for Bilingual Education"; Theodore Andersson on "Early Childhood and Bilingual Education"; Juan García on "Testing and Bilingual Education"; a representative from the Paolo Freire Institute on "Pedagogy of the Oppressed"; Uvaldo Palomares on "Bilingualism and Its Relation to Personal Effectiveness in Children"; Severo Gómez on "Bilingual Education in Texas"; Barney Old Coyote; Ernest Mazzone on "Transitional Vs. Maintenance Bilingual Programs"; José Ulibarrí; Eleanor Thonis on "Teaching Reading to Bilingual Children"; Richard Baca and a panel on "Strategy for Change to a Pluralistic Society"; Walter Lambert on "Bilingual Education in a French/English Setting"; Edward De Avila on "Multilingual Assessment Program: a Piaget - Based Model for Assessment and Curriculum"; Albar Peña on "Federal Legislative Funding for Bilingual Programs"; José Vásquez and Varco Hernández on "An Overview of Bilingual Education in New York State"; Patricia Heffernan-Cabrera on "Bilingual-Bicultural Education: Some Critical Concerns"; Manuel Ramírez III, Steve Moreno, and Ernesto Bernal on "Testing and Evaluation in Bilingual Education Programs"; Blanca de Alvarez on "A Humanistic Approach to Educating Children in México"; Stan Pottinger on "Emergency Education Act and Bilingual Education"; William Mackey on "Appropriateness of Transfer and Maintenance Programs in Bilingual Education"; Leonard Olguín on "Language and Cultural Conflicts"; Ray Rackley on "Bilingual Edu-

Six General Session Speakers: Aragón, Orta, Chen, Spolsky, Mills, Chacón

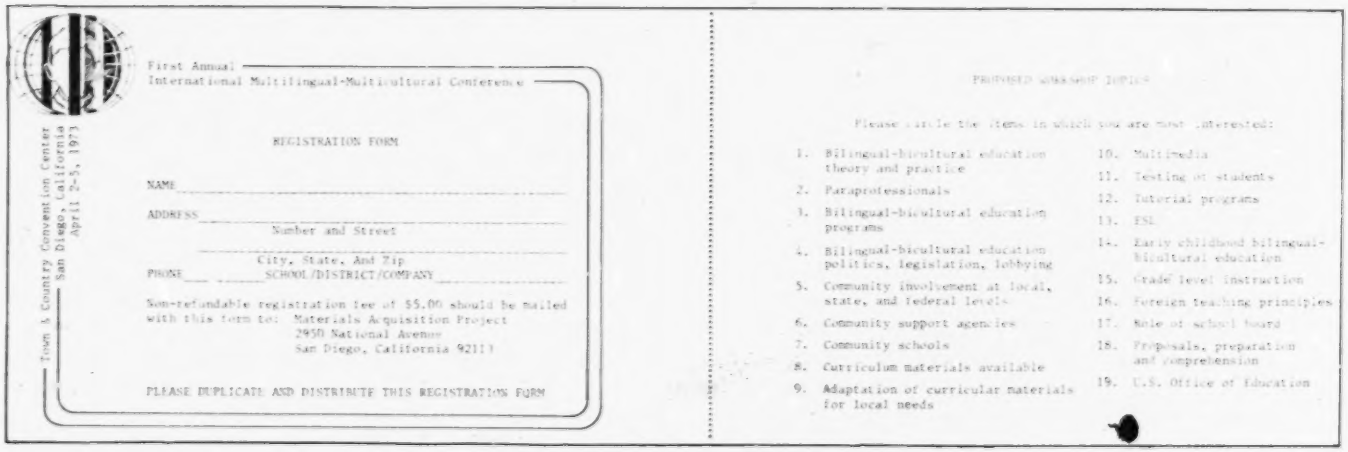
GIL MARTINEZ, California Bilingual-Bicultural Task Force Manager, makes a point in a meeting of the International Multilingual Multicultural Conference Planning Committee. At his right is Paul Juárez, Director of Project Frontier, Chula Vista, California.

cation in Guam, Alaska, and the Pacific Northwest"; Alfredo Castañeda on "Cultural Democracy"; Nelson Vieira on "The Training of Portuguese Teachers for Bilingual Education Programs"; Mari-Luci Jaramillo on "Cultural Differences Between Chicanos and Anglos That Reflect the Need for Bilingual Education"; Roberto Cruz on "Bay Area Bilingual Education League"; Juan Bautista; and Jane Mercer on "Multicultural Assessment Procedures for Chicanos in Public Schools."

Bello, Lum, Marshall, Sarmiento, Andersson, García, the Freire representative, Palomares, Gómez, Old Coyote, Mazzone, Ulibarrí, and Thonis are scheduled for Monday; Baca, Lambert, De Avila, Peña, Vásquez, Hernández, Heffernan-Cabrera, Ramírez, Moreno, Bernal, and Alvarez, Tuesday; Pottinger, Mackey, Olguín, Rackley, Castañeda, Vieira, Jaramillo, Cruz, Bautista, and Mercer, Wednesday.

Additional Aspects

Although there is not sufficient space in these pages to print the names of all the workshop facilitators and their subjects, a list will be available within two weeks at MAP in a projected program. Additional aspects of the conference will be: the First Annual Folk Dance Festival, coordinated by Henrique Guerreiro of Southwestern College, and a wine and cheese tasting on Sunday, April 1, 1973; multicultural entertainment, day and night; continuous commercial and non-commercial exhibits; classroom visitations; dinners; a Mexican barbecue at Pepper Grove in Balboa Park; and a caucus period.



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7. Community schools
8. Curriculum materials available
9. Adaptation of curricular materials for local needs
10. Multimedia
11. Testing of students
12. Tutorial programs
13. ESL
14. Early childhood bilingual-bicultural education
15. Grade level instruction
16. Foreign teaching principles
17. Role of school boards
18. Proposals, preparation and comprehension
19. U.S. Office of Education

La Federación Chicana Y La Educación Bilingüe-Bicultural

Por Rafael M. Fernández

La ciudad de San Diego es la localidad donde se encuentra ubicada la Federación Chicana, una organización que representa a chicanos de todo oficio y todo punto de vista político del condado de San Diego.

La Federación opera con fondos suministrados por los Servicios Unidos de la Comunidad de San Diego y desde que se incorporó en 1969 ha estado haciendo esfuerzos por establecer la educación bilingüe bicultural en todo el condado, lo cual es uno de los principales objectivos de la comunidad chicana.

En general el Comité de Educación de la Federación Chicana se ocupa en buscar soluciones a los problemas educacionales que afectan a los chicanos del condado. El Comité incluye o ha incluído entre sus miembros a representantes de numerosas organizaciones interesadas en mejorar el medio ambiente educacional y en crear oportunidades para el estudiante chicano: La Asociación de Educadores México Americanos, La Asociación Política México Americana, Los "Brown Berets", Los Ciudadanos Unidos para la Igualdad Racial, el Comité Consejero México Americano, el "G.I. Forum," "Involvement of the Mexican Population in Active Community Tasks," el Movimiento Estudiantil Chicano en Aztlán, y el Proyecto Búsqueda de Talento. Padres de familia y el clero también han sido representados en el Comité.

Los Problemas

Durante sus cuatro años de existencia el Comité de Educación ha atacado problemas concernientes a acción afirmativa (empleo de minorías), programas de estudio, programas de consejeros y tutores de estudiantes, becas, festejo de días de importancia cultural, entrenamiento de maestros, mejoramiento del entendimiento que tiene el personal docente acerca de los estudiantes chicanos, las relaciones entre los distritos escolares y la comunidad chicana. A pesar de que el mayor empuje por efectuar cambios se ha hecho en juntas del Comité con el Superintendente de Escuelas de la Ciudad de San Diego y su personal, también se han hecho esfuerzos en los distritos del condado, en El Cajon, National City, North County y Sweetwater.

Los problemas abundan y mucho queda aún por realizarse. Sin embargo, el Comité ha alcanzado éxito en un buen número de casos. Ha logrado incrementar el porcentaje de maestros, de consejeros y de administradores chicanos que son empleados por los distritos escolares, y en las Escuelas de la Ciudad de San Diego sus gestiones han resultado en la creación de tres puestos de suma consecuencia para la comunidad, el de Especialista en Asuntos Urbanos, el de Coordinador Bilingüe de Personal, y el de Especialista Bilingüe. Ha tenido éxito en procurar la iniciación de estudios chicanos en secundaria, la designación del 12 de octubre como Día de la Raza, y el establecimiento en el Distrito Escolar de la Ciudad de San Diego de un programa de entrenamiento de maestros (Teacher Corps), de un programa modelo de secundaria en la ciudad interna, y de un programa de consejeros de estudiantes subvencionado por el Centro Rockefeller.

Asimismo el Comité se ha encargado de asuntos que afectan a los chicanos en las escuelas superiores y ha contribuido a la resolución de problemas en nivel estatal.

Los Logros

Esto no es todo lo que ha realizado el Comité; pero es suficiente para indicar el volumen y la calidad del trabajo que ha desempeñado en sólo cuatro años.

El 10 de octubre de 1972 el Comité de Educación de la Federación Chicana y la Asociación de Educadores México Americanos se presentaron ante la Mesa Directiva del Distrito Escolar de la Ciudad de San Diego y enunciaron posiciones semejantes acerca de la necesidad de instituir la educación bilingüe bicul-

tural. Su principal estipulación con respecto a esto fué que el Distrito Escolar de la Ciudad debe comprometerse a establecer un programa bilingüe comprensivo y articulado suministrado totalmente en el futuro no lejano con fondos del Distrito. Esta estipulación permite una progresión gradual hacia el programa comprensivo, pero insiste en que el Distrito se declare por dicho programa en el presente.

Es cierto que en la actualidad el estado de las finanzas de los distritos escolares de la nación es tal que se verían en apuros para continuar los programas bilingües sin subvenciones federales. Sin embargo, no es justo que no provean con dineros provenientes de impuestos locales para las necesidades de los estudiantes que no hablan inglés o que son bilingües, como lo hacen para los demás estudiantes. Una aceptación gradual de responsabilidad financiera es indicada, pero una promesa immediata de instalar programas comprensivos es absolutamente imprescindible.

Hasta ahora no ha habido respuesta oficial de parte del Distrito Escolar de la Ciudad, pero dados los éxitos que el Comité ha alcanzado en el pasado es razonable esperar que un programa bilingüe comprensivo pronto será una realidad en las escuelas de la ciudad.

El Presidente

El Comité de Educación de la Federación Chicana está encabezado actualmente por Gus Chávez. Gus sucede a Helen Díaz, quien fue la presidente del Comité por dos años.

El éxito seguido lo alcanzan aquellos que luchan unidos. Los chicanos tienen la fortuna de contar con la Federación en San Diego. Quizás algún día todos los grupos que hablan otros idiomas además del inglés puedan encontrarse unidos en sus esfuerzos por lograr metas comunes en educación, así como en otras áreas. Esto se puede realizar.

Dada su validez universal, algunos de los objetivos de la Federación Chicana se alistan en la portada de este número de la revista de MAP.

The Chicano Federation And Bilingual-Bicultural Education

By Rafael M. Fernández

The City of San Diego is the seat for the Chicano Federation, an organization that represents Chicanos of all walks of life and political views throughout San Diego County.

It operates with funds from the United Community Services of San Diego and has been working for countywide implementation of bilingual bicultural education since it was incorporated in 1969.

The Chicano Federation Education Committee deals with all educational problems affecting Chicanos, besides the implementation of bilingual bicultural education, which is one of the main concerns of Chicanos in San Diego. The Committee includes or has included among its members representatives of numerous organizations interested in creating a better educational environment and greater opportunities for Chicano students: the Association of Mexican American Educators, the Brown Berets, Citizens United for Racial Equality, the G.I. Forum, Involvement of the Mexican American Population in Active Community Tasks, the Mexican American Advisory Committee, the Mexican American Political Association, the Movimiento Estudiantil Chicano en Aztlán, and Project Talent Search.

Parents and clergy also have been or are represented.

Problems

During its four years of work the Education Committee has attacked problems concerning affirmative action, programs of study, student counseling and tutoring, scholarships, observances of culturally significant days, teacher training, improvement of teaching staff understanding of Chicano students, and relations between school districts and the Chicano community. Although the main thrust of these efforts has been made through meetings of the Committee and the San Diego City Schools Superintendent and his staff, the Committee also has striven to effect changes in the county districts, in El Cajon, National City, North County, and Sweetwater

The Committee has met with success in a number of instances, although the problems are extensive and much remains to be accomplished. It has succeeded in increasing the number of Chicano teachers, counselors, and administrators hired by the districts, and has been instrumental in the creation in San Diego City Schools of three positions of great importance to the community: that of Urban Affairs Specialist; that of Personnel Coordinator, Bilingual; and that of Bilingual Specialist. It has been successful in having Chicano studies instituted at the secondary level; in having October 12 set aside for the celebration of Día de la Raza; in promoting the hiring of Chicano PEP employees; in having a Teacher Corps program, a model secondary inner city school program, and a counseling program (funded through the Rockefeller Foundation) established in San Diego City Schools.

The Committee also has been involved in issues affecting Chicanos at the community college and university levels and has given input and direction in a number of state educational matters.

Accomplishments

These are not all of the accomplishments of the Committee. But they suffice to underscore the volume and type of work done by it in just four years.

On October 10, 1972, the Chicano Federation Education Committee and the Association of Mexican American Educators made presentations before the Board of Education of the San Diego City Schools during which similar positions were evidenced with regard to the need for bilingual bicultural education. Their main stipulation with regard to this was that the San Diego Unified School District commit itself to a comprehensive and articulated bilingual program to be carried with full District funding at some time in the near future. This stipulation allows for a gradual progression into a comprehensive program but insists on total District commitment at present.

To date there has been no official response from the City Schools, but, judging from the Committee's history of attaining success, there is good reason for confidence that a comprehensive bilingual program may soon be a reality in the City of San Diego.

It is true that today the financial state of school districts nationwide is such that they would be hard-pressed to continue bilingual programs without federal grants. On the other hand, it is not just that they should not provide for the needs of non-English-speaking and bilingual students with local tax funds as they do for other students. A gradual acceptance of financial responsibility is indicated but an immediate commitment to comprehensive programs is absolutely imperative.

Chairman

The Chicano Federation Education Committee is presently headed by Gus Chávez. Gus has taken over from Helen Díaz, who served as Chairman of the Committee for two years.

Success often comes to those who are united in exerting efforts. Chicanos are fortunate to have the Federation in San Diego County. Perhaps some day all speakers of languages other than English can be united in their efforts to achieve common goals in education, as well as in other areas of concern.

Because of their universal relevance, some of the objectives of the Chicano Federation are cited on the cover of this issue of Materiales en Marcha.

Have I Got A Math Series For You!

By Nelson H. Vieira

The bilingual bosses, otherwise called project directors and curriculum consultants, know that professional bliss for teachers, and in turn for themselves, can spring from a new text or series that promises to satisfy many of their needs in a given subject area. Aware of the paucity of foreign materials and anxious to please their teachers with these hard-to-get foreign texts, bilingual bosses are justifiably enthusiastic once such materials fall into their clutches. Because the number of complaints made by teachers is usually proportionate to the lack of materials in a program, satisfying the teacher becomes one of the top priorities. Unfortunately, this earnest desire to please may result in a quick adoption of texts that may lead to eventual dissatisfaction for all. Thus, it may not be uncommon to hear discussed in the well-attended coffee-break conferences of daily school life that the best-intentioned bosses bearing brightly colored non-English texts are in fact seeking a means of pacifying the more vocal elements in their bilingual programs--the teachers. In this case, while the normally reticent Portuguese-speaking teachers are indeed delighted and overwhelmed to discover a variety of texts in the supposed wasteland of foreign publications, they are demanding that these texts undergo some examination or degree of critical selection and judgment, as is the norm with English books brought to other educators' attention via workshops, demonstrations, and salesmen.

Although in Ethnic Elementary P.S. 000 many a bilingual teacher would only be too happy to latch onto any foreign publication, the increasing availability of Portuguese texts for such disciplines as modern mathematics requires teacher consideration and consultation before being adopted and readily labeled as basic texts for the next millenium. Consequently, in attempting to avoid the above-mentioned pitfalls, as well as to remain in the sacred graces of the professores and professoras, this discussion of matematica moderna texts in Portuguese proposes to encompass, among other elements, the comments and opinions of the true consultants of any program--the bilingual teachers. Here we shall be dealing with four math series, two evaluated at some length, followed by remarks concerning the merits of the two others.

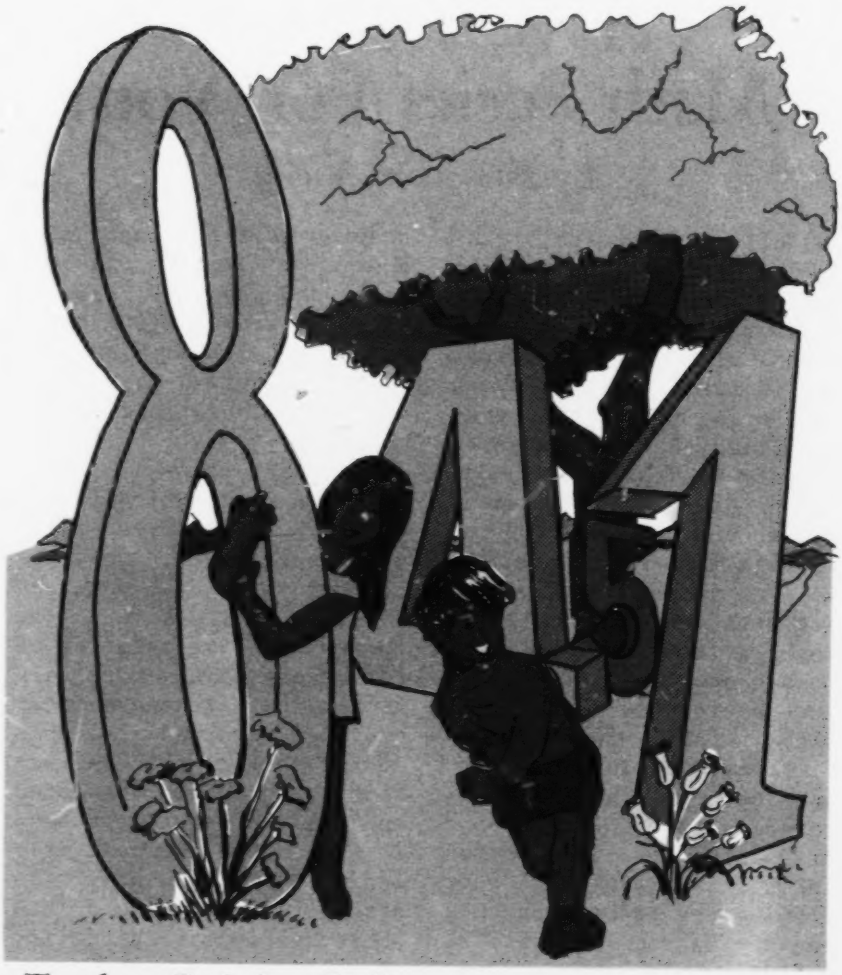
"Little Know-It-All"

Glancing at O Sabidinho, Exercícios de Matemática (Rio de Janeiro: Elyas), 6 volumes, approximately $1.75 each, by Maria Tereza Miranda de Oliviera, in American terms a pre-school through sixth-grade series, one is immediately charmed by its colorful plastic-coated cover and its attractive format. Even the title, Little Know-It-All, depicts the flair with which this series is written. Always keeping in mind children's interests and humor, each volume introduces boy and girl characters along with animal figures that illustrate from a child's point of view scenes and aspects of the pint-size set. These scenes or stories, leading to different skills such as corresponding or linking conjuntos, are each narrated in three or four simple sentences that are to be read on the lower levels by the teacher, since these children would not as yet be able to decipher the words. The first three volumes (levels 1-3) are deftly organized so that the drawings of the stories contain, in most cases, objects or figures that reappear in the lesson's exercises which drill and illustrate the respective

. . . the number of complaints made by teachers is usually proportionate to the lack of materials in a program . . .

mathematical skill or concept. The stimulus of the story is helpful in the early stages of a modern math program where children, dealing with manipulative skills and striving to master the concept of sets, can work from the concrete, the illustrated objects and shapes, to the actual numbers. In the next levels (4 and 5) the action of the stories is not illustrated. Instead artistic attention is given to objects such as toys, animals, and cars selected to represent the numerical unit or quantity. The last level (6), which is math-problem-oriented, has considerably more reading than the two preceding books. Furthermore, except for this last volume, the print is bold and of good size for the pupils.

Aside from the rather useless lesson classification by days in all the volumes, the development of math concepts and skills therein is most clear; that is, there is a progression from the simple story to the illustrated equation, then from the illustrated equation plus the numerical one to exercises involving just numbers and math symbols. This sequence is consistently patterned throughout the first three levels. However, it is expected that as the child progresses he will be less dependent upon the illustrations, which decrease in number during the last three levels. Lamentably this expectation does not always apply to Pedro the slow learner, or to the average but often distracted Maria Albertina!



Teacher Opinion Poll

As a total math series, O Sabidinho has a substantial variety of concepts and exercises ranging from sets, the four basic operations, units, measurements, and fractions. While review is practically non-existent, the important concept of sets is well-reinforced in each lesson. A survey of teachers who examined this series revealed that it could be very easily used with the whole class, groups as well as with individuals. A slightly larger number of teachers judged that O Sabidinho would be best for groups and individuals. This survey also divulged the general opinion that the reading level of the last two volumes would be a bit advanced for some students, thus implying that on most levels (2-6) this series should be used primarily with good vernacular classes. Regarding modern math nomenclature, the presentation of concepts and its overall merit, the series compared reasonably well but by no means better than one such as Houghton-Mifflin. Bold statements such as the latter display not the courage and conviction of this writer, but rather the comforting knowledge that it was substantiated by a TEACHER opinion poll and, again, is not solely the judgment of a consultant who rarely experiences the daily combat

found in the classroom trenches of our schools. With the support of this declaration, admittedly a psychological and professional crutch, let us proceed to the next math series.

Exercícios de Matemática Moderna (Sao Paulo: Didactica Irradiante), 4 volumes, approximately $1.60 each, by Maria do Carmo A. Toledo, is also an elementary series that presents a myriad of concepts from sets through measurements and the four basics up to simple algebra and geometry. This paperback series, occasionally eye-catching in its illustrations, has a workbook format that is at first deceptively simple. The first volume, appropriately filled with attractive conjuntos, fails to illustrate the required skill necessary for the child to complete the exercises. For example, since there is little graphic representation of set correspondence, the child is therefore dependent upon the teacher's constant guidance. This observation conveys to us, as it did to the teachers participating in the survey, that this series will be partially effective if used with small groups or individually and closely directed by the teacher.

Format and Features

The general format of the lessons is on a one-page basis, with a centered heading announcing either exercises, skills, concepts, or directions. The rapid development of concepts and skills sacrifices such features as reinforced drilling of one concept in addition to the much-needed review. With the exception of the first half of the first volume, the general impression is that of reading a series written by an adult with little concern for the habits, interests, and possible handicaps of the children, to say nothing of the problems of a Pedro or a Maria Albertina! In addition to the high reading level, which appears soon after the first volume, the tiny print was considered by many teachers to be unappealing and rather faint. Without seeming too uncharitable in our disappointment with this one publication, let us discuss some of the mutual criticisms that we maintain regarding both series.

First of all, the absence of a manual plus the overt omission of a table of contents and an index would burden even the most veteran of teachers as they plan for individual class needs. This factor, coupled with the awareness that numerous supplementary exercises are wanting, can only serve as a reminder that non-English teachers in a bilingual program have to be resourceful and flexible. The lack of reinforcement exercises forces the teacher to resort to dittos or to the abundant math exercises in English texts. The experience of the last four years in one program convinces us that the latter is the rule. Textual adaptation and adjustment have to be components in a successful foreign language math program. The use of good texts in Portuguese along with teacher-made supplementary drills or the selection of exercises in English books will contribute to a sound vernacular program in modern math. Though lacking in reinforcement, foreign language textbooks do supply us with good lexicon and mathematical nomenclature to enable our non-English-speakers to perform as well as they can in this area of the curric-

ulum.

Flexibility Is Key

Since the educational grade structures differ in the United States, Brazil, and Portugal, teachers and bosses must avoid the neat classification of comparing primeiro volume with primeira classe. The division by volumes or levels in foreign publications has no reason to correspond to the math levels in the American texts! This reality explains why the reading levels of the later volumes in both series are advanced for some classes in the States. Again, flexibility is the key to success with these series. After all, it is no crime if the second grade uses the last half of the first level or volume, while the third grade operates with the last half of the second volume.

Without being a sage one can gather from the above remarks that O Sabidinho is superior to Exercícios de Matemática Moderna. On the other hand, we are scarcely assessing O Sabidinho as the best series to date. Notwithstanding the evidence of the teacher survey which scored O Sabidinho twice as high as the other in overall value, we would at this point like to mention some characteristics of two other series that were not formally polled.

"Alegro" And "Aprendo"

Alegria de Calcular (Rio de Janeiro: Conquista), 6 volumes, approximately $1.75 each, by Maria Helena Braga Rezende da Silva, is a series which conveniently resembles an elementary American modern math program. Although short on color, these paperback volumes with plastic-coated covers have a pleasant and varied format, interspersing well-illustrated explanations and numerous exercises with many fascinating math games. Moreover, the large bold print, along with math symbols and graphic explanations that compare closely to the better American series, are irresistible features to any teacher. The short but helpful teacher orientation index enhances the other positive features of this series. Those teachers who are presently using Alegria de Calcular stress the need for more supplementary exercises yet strongly remark on the good review sections as well as fine student performance and satisfaction with all volumes.

ALEGRIA

DE

CALCULAR

The last series to be treated here is Aprendo Matemática Moderna (Rio de Janeiro: Livros Cadernos), 4 volumes, approximately $1.40, by Maria Lúcia de Magalhães, a publication that seems custom-made for PSL (Portuguese as a Second Language) classes. These thin (30-50 pages) volumes are very appealing in spite of their black-and-white illustrations. The cartoon effect of the drawings, the simplified explanations, and, above all, the ingenious math games contribute to form a very captivating text for lower elementary second-language math classes. The panorama of skills and concepts is limited to all aspects of sets and the four basic operations. As a result, we do not recommend these texts to be used beyond the third grade, except in cases of remedial work. In addition to being a very enjoyable series in light of such games as fishing the equation and playing detective to number riddles, the technique of progressing from concrete objects to the actual numbers is very well-developed.

Stimulating Experience

Our obvious excitement over this series stems from the realization that Aprendo Matemática Moderna can offer American students stimulating learning experiences in modern math via the Portuguese language. With very simple sentences that can be linguistically exploited for such items as imperatives, interrogative pronouns, and irregular verbs, these little books can be a veritable gold mine for much second language development. Furthermore, the pages include many Brazilian cultural items such as tropical fruits and animals (goiabas, mangos, and tucanos) that become the concrete representation for the numbers. In short, Aprendo is a potential resource for performance objectives in math, second language arts, and social studies.

In conclusion, this consideration surfaces above all others--one math series cannot serve all of the students in one class all of the time. Also, the trend toward individualization is teaching us that no one single text should suffice. Fortunately, since the wealth of fine and inexpensive publications in Portuguese is upon us, let us demand critical judgment and ample variety.

Puerto Rican Social Studies Perspective

By María A. Requena

"This would be a great book for my class if it weren't for all those pages on Puerto Rico," a young Mexican-American teacher told me, to my amusement, during a visit to MAP in San Diego.

You would have been just as amused, had you heard the same line countless times before from teachers all the way across the country, in Connecticut, the only difference being that, in our case, the problem pages are those on Spain or Mexico, since the great majority of our Spanish-speaking children are Puerto Rican.

You and I know some people who would arrive at some philosophical conclusion from this, but all that occurs to me at the moment is that, with some minor differences, we bilingual teachers have more or less the same problems, coast to coast! In the social studies area it is hard to find a book that does not include several chapters on the history and the culture of the country where it was printed. Therefore, many times we come across an excellent book in which many pages are devoted to a country other than that where our children come from.

Alternatives

Yet, since there are no social studies series especially written for the Puerto Rican children on the mainland or for the Mexican-American (as far as I know), we must make the best of what we have. Basically we can: ignore the culturally slanted parts; teach them alone; or teach them along with the counterpart in our children's background. For example, teach the main products of Spain (which appear in every third-grade book I have seen), and also teach them about the caña or the boniato. Doing this requires more time and effort, but as long as it does not detract from anything more important, it is the best alternative since it offers a frame of reference to the child and also keeps him from getting the impression that outside the borders of his country there is nothing worthwhile.

Speaking of books printed in Spain, there is one that I liked in spite of the

fact that, being no exception to the rule, it includes six or seven chapters on that country. Its title is Para Hacer y Aprender 3 (Madrid: Escolares, 1970). Written by Eliseo Lavara Gros, it sells for $1.73 and is part of a well-planned series that covers grades one to four.

It appealed to me because of its large print, simple but clear illustrations, and overall uncluttered look. Also, its activities are meant to involve the child. Some of them you can adapt and make into games. For example, based on the activity on page 7, you can get four magazine pictures illustrating the seasons, mount, and laminate them. On the back of the finished pictures the child would find directions to place them in a sequence, identify the seasons, and describe what happens during each one.

Other activities require the child to match, to check the item which does

We bilingual teachers have the same problems, coast to coast!

not belong with others, to complete charts, to connect items with lines, or to answer "true" or "false." These activities are meant to develop the following areas: observation and memory; manipulating; thinking; interacting and self-expression.

Approach

As I said before, in spite of the fact that from page 144 on the book mainly deals with Spain and related subjects, I liked this book because of its modern approach, its illustrations, and especially its activities.

Since I am always on the lookout for new audiovisual materials such as filmstrips, transparencies, tapes, and all of those handy, colorful aids that make learning (and teaching) more fun, I could not miss a kit of slides, Educación General Básica, Curso 3. It is produced by Teide in Barcelona.

It is made up of about 230 color slides, neatly arranged in 26 little plastic boxes according to topic. Some of the topics under the heading "Naturaleza," and suitable for a science course, are: water in nature; amphibians; the air that surrounds us; trees from humid regions; plants, roots, and reproduction.

"Sociedad" Slides

Some of those under the heading "Sociedad," and suitable for social studies, are: work in the fields; intellectual work; public services; sea, air, and undersea travel; the press, radio, TV, cinema, and the theater.

The moment I saw it I thought that it must be a blessing to have all those pictures neatly labeled and ready to use any time you need them. Yet the price, $47.49, discouraged me a bit, knowing that classroom budgets are often low and many teachers might not be able to afford it. The kit, however, can be used to teach two subjects and to encourage the children to talk. If this is of primary importance to you, it may very well be worth its price.

Among Puerto Rican teachers in Connecticut the book El Mundo y Mi Comunidad (Puerto Rico: Cultural Puertorriqueña, 1969) is well-known because it is used in the schools of the island. This hardback book has large print and good paper. Its illustrations are large and realistic, the kind you enjoy looking at, particularly those that show the villages of the Puerto Rican Indians, their idols, and their tools. Also, in each of its eight chapters you will find, following the content section, an outline which covers new words, exercises, activities, things to do, and things to learn. Its price is approximately $3.30.

Since I am always on the lookout for new audiovisual materials, . . . I could not miss a kit of slides.

Now you know which book my Mexican friend was talking about.

This is a traditional textbook. It has no workbook to go with it, but it has a very complete teacher guide with lesson plans, tests, and general orientation for the teacher.

"El Mundo"-A Must

This book is a must for any social studies class of Puerto Rican children because of the need these children have to learn about their cultural heritage and its value. El Mundo y Mi Comunidad can help fill that need, since Puerto Rican culture comes across in many of its pages. For instance, it deals with outstanding communities of the island, its heroes, and its Indians, the Taínos. Now you know which book my Mexican friend was talking about!

MARIA REQUENA reinforces reading vocabulary by playing a game with pupils at Hartford's Ann Street School.

Yet not all of it deals with Puerto Rico. Topics not related to it are: life in communities; transportation and communication; getting ready to use maps; and a unit of health, safety, and recreation. One thing I like about this book is the fact that the vocabulary level is more realistic than in most other books, including my favorite, Para Hacer y Aprender.

To summarize, for my third-grade social studies class I would use El Mundo y Mi Comunidad, and Para Hacer y Aprender to broaden its scope. To enrich both I would use the kit of slides, since at least 10 of the topics in it match topics in either or both of the books and could be easily coordinated.

Program Spotlight

Multilingual Assessment Program Builds Better Testing Mousetrap

By Ann Kern

"I don't want to build a better mousetrap, only to find out that there are no mice to catch."

The speaker is José R. Ulibarrí, who is the Director of the Multilingual Assessment Program in Stockton, California. We are standing in a room that is full to overflowing with various and sundry types of tests. A stack of boxed tests in a corner is so tall that it touches the ceiling.

"That? Oh, that's a typical standardized series. Somebody once wanted to try to norm it for Chicano kids, but I didn't."

He opens a file drawer and takes out a folder. It contains feedback concerning Spanish bilingual-bicultural projects that have used the Culture Fair Intelligence Test by R.B. and A.K.S. Cattell of the Institute for Personality and Ability Testing. Next he takes an appraisal of this text by Dr. B. Havassy from a nearby shelf and opens it to the final page, where she states:

"As a concluding remark the reviewer offers this suggestion. Any potential user of this test is advised to administer the test to oneself in an attempt to assess the possible effect of this test on children. This reviewer has done so and has found that taking Scale 2 in an unthreatening situation is a highly frustrating experience even for an adult with an advanced degree in psychology."

Consultants have conducted in-depth studies of six such tests so far, and at least 10 are expected by the end of the fiscal year. Few of them have been found to be relevant to the Spanish-speaking child, but research is continuing to afford these frequently used standardized instruments a fair chance. The outcome will be compiled into a complete booklet on test appraisal which will be disseminated widely.

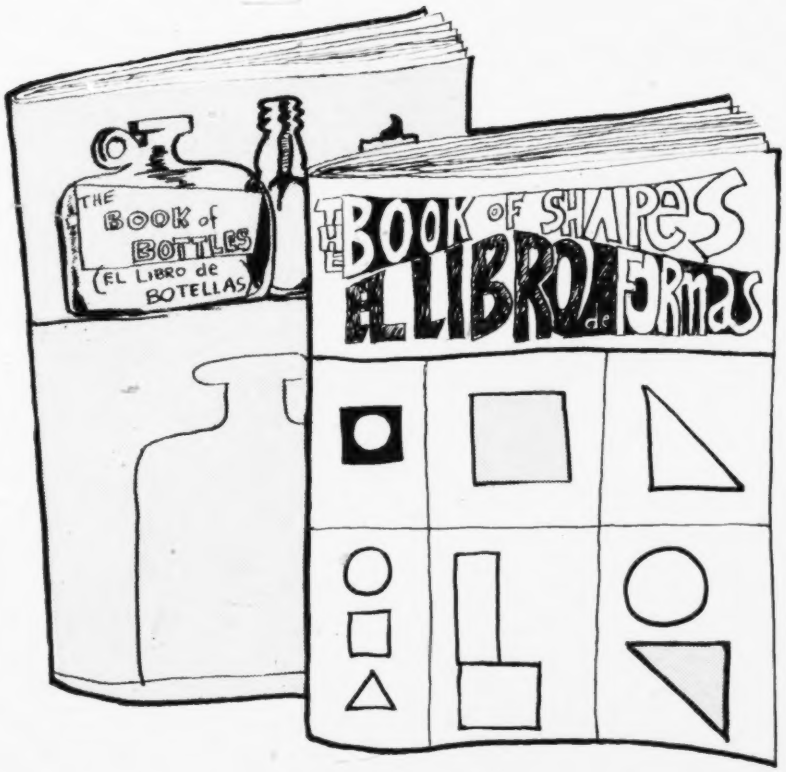
What is the Multilingual Assessment Program doing to solve the problem created by the vacuum in the category of valid assessment instruments for children whose primary language is other than English? Well, as the program continuation proposal modestly states, its goal has been "to establish direction toward providing answers to issues arising out of problems in (1) assessing the skills, competencies, and characteristics of these children...; (2) problems associated with procedures used to determine appropriate class placement of these children; and (3) problems in providing in-service training for teachers who are unfamiliar with children whose socio-cultural patterns are different from their own." What this technical language translates into is activities in three areas: assessment; pupil placement; and teacher training.

Ulibarrí: "I don't want to find out there are no mice to catch."

Assessment

In addition to the test appraisals already referred to, the assessment area includes a model assessment procedure, an initial pilot study at one of the schools at the Stockton model site, workshops and training sessions at other model sites, and skill areas such as reading.

The model assessment procedure involves the development of a data analysis program for computer hardware available at the Stockton site. This component of assessment has been completed, and Ulibarrí expects it eventually to enable the program to provide teachers with computer printout prescriptions for each child tested.



The initial pilot study involved the use of a series of instruments such as "The Book of Bottles/El Libro de Botellas" and "The Book of Shapes/El Libro de Formas" by Dr. Juan Pascual-Leone and Dr. Edward A. De Avila and "Know What?/¿Sabes Qué?" by De Avila, who was the program's Associate Director for Research until his recent transfer to Bilingual Children's Television to be Director of Research. This study has been summarized in two sections, the first of which describes some of the considerations that support the design of the program's approach to intelligence, and the second of which describes the application of Pascual-Leone's and De Avila's neo-Piagetian approach to the testing of minority children. The first section states, "Traditional tests of intelligence are inappropriate for the minority child, ...particularly inappropriate for those who come from non-English-speaking backgrounds," because "test publishers have failed to consider fully the problems associated with testing the minority child," and proceeds to prove it. The second section "provides support for the possibility of generating developmentally-based scales which are consistent with both Piagetian and psychometric theory....." For Piaget intelligence is an ongoing evolving process characterized by distinct landmarks or stages which change both in quantitative and qualitative fashions as a function of the chronological age of the child.

The workshops and training sessions at other model sites involved model site staff members in four states in discussions on data acquisition and analysis. The sites were Alamosa, Colorado; Albuquerque, New Mexico; Pharr, Texas; and Watsonville, California; as well as Stockton.

The skill area of reading was involved in Mrs. Veronica Hooker's assessment of programs aimed at teaching the Spanish-speaker to read English. This assessment criticizes existing programs and makes some recommendations for a new approach. Six difficulties were discerned in the programs: inadequate research; poor teacher training; overemphasis of the teacher's role; unrealistic expectations; inadequate assessment procedures; and poor materials and techniques. The alternative approach recommended: theoretical and empirical foundations in stimulus-response learning theory, Gestalt psychology, and Piagetian developmental theory; a minimum of in-service teacher training requirements; a diminution in teacher-dominated learning atmosphere; compatibility of achievement with child's developmental level; built-in assessment procedures; materials geared directly to the child's needs by consideration of ethnic and cultural differences and unitized lessons; a discovery approach; and taking advantage of a child's strengths in his home language in teaching reading to a child who does not speak English as his primary language.

Pupil Placement

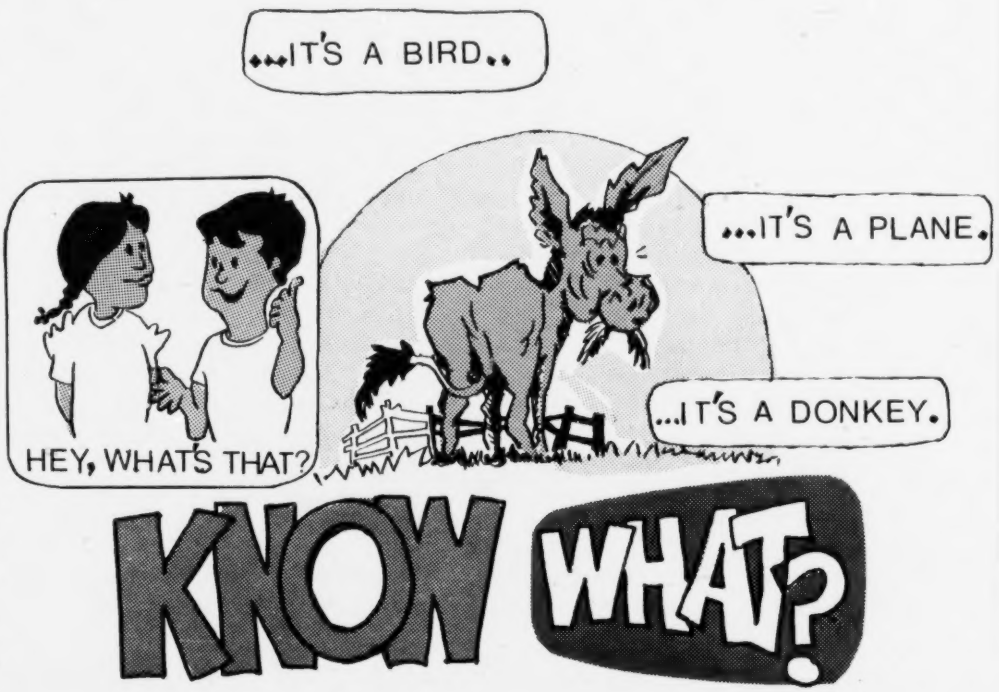
The pupil placement area of the Multilingual Assessment Program includes the innovative idea of the model assessment board. Ulibarrí comments, "I believe in the bootstrap philosophy, but you've got to give the kid the boots first." One way of doing this, as far as he is concerned, is to formulate guidelines to aid local school districts in appropriate placement of children in classrooms and curricula commensurate with their learning styles and potentials.

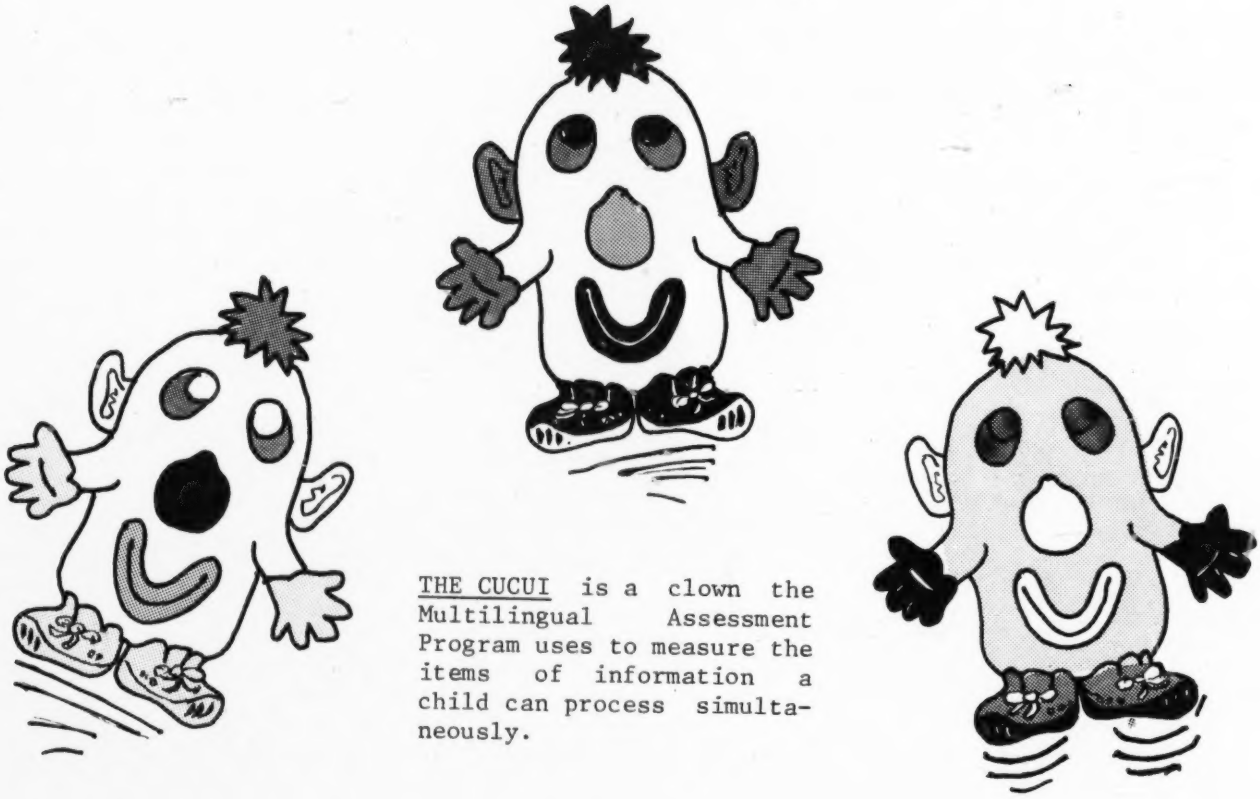
Another way is to provide opportunities for parents and other concerned community members to participate equally with educators in the pupil placement process. The Multilingual Assessment Program is coming up with a model assessment board concept that comprises the following functions: serving as a community advisory board to the school district on all matters of substance which affect the assignment of children to special classes; reviewing recommendations for pre-assignment testing and evaluation; and making decisions, in conjunction with the school district, either to terminate or continue current evaluation practices. The board would also be responsible for recommendations with regard to the type of information to be gathered on individual children; by whom the information will be assembled and at what stages; the qualifications of the person who will do the psychometric testing; what kinds of specific tests will be used, if any; and the type and pattern of educational experience the child will have.

Teacher Training

The teacher training area of the Multilingual Assessment Program includes the production of a package of socio-cultural information, in conjunction with testing information, that will enable teachers to teach culturally different children more effectively. Children whose cultural and linguistic background differs from the one characterized by traditional school curricula, can and should be encouraged to contribute to the enrichment of these curricula, and the Multilingual Assessment Program proposes teacher awareness of culturally different children as a solution to the problem. The preparation of the teacher training package involves: utilization of the data and research developed by the project components and model sites; a series of workshops to try out the package; necessary modifications and revisions, where applicable, to accommodate regional differences; and provision of results of pilot studies, research findings, and other printed and visual material to model sites for future dissemination to interested school districts.

Among the materials mentioned above will be three manuals, two community studies, and an annotated bibliography for a Chicano studies curriculum, all produced by the Riverside component of the Multilin-





THE CUCUI is a clown the Multilingual Assessment Program uses to measure the items of information a child can process simultaneously.

gual Assessment Program by Manuel Ramírez and Alfredo Castañeda. The manuals are called "Culturally Democratic Learning Environments: a Cognitive Styles Approach"; "Culturally Democratic Learning Environments: the Home Interview": and "A Bicultural Process for Developing a Mexican-American Heritage Curriculum." The community studies were conducted in Colton and East Los Angeles.

New York Component

The New York Component of the Multilingual Assessment Program is preparing assessment, pupil placement, and teacher training products for Puerto Rican children. Its director, Nigda Nin, and her staff are surveying and analyzing testing instruments used in New York and Puerto Rico to assess Puerto Rican children, examining them in the light of their cultural relevance to spell out the assumptions derived from the American culture; gathering data designed to serve as a guide for parental participation on assessment boards and data designed to assist teachers in interacting with and understanding culturally different students; and compiling an annotated bibliography of books, studies, articles, and other publications relating to Puerto Rican children.

Ulibarrí feels, as many of us do, that, "Language should not be a deterrent factor," and he hopes to have a large majority of his research ready for publication and dissemination by either late summer or early fall. Till then he will be happy to answer questions on assessment (His address is 1111 North El Dorado, Stockton, California 95202, ((209)) 463-4648.); he knows very well how desperately we all need help in this area.

"Language should not be a deterrent factor."

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